DOCUMENT RESUME

ED 432 796 EA 029 833

AUTHOR	Boris-Schacter, Sheryl, Ed.
TITLE	The Changing Relationship between Principal and Superintendent: Shifting Roles in an Era of Educational Reform. New Directions for School Leadership Series.
INSTITUTION	Harvard Univ., Cambridge, MA. International Network of Principals' Centers.
ISBN	ISBN-0-7879-4275-8
ISSN	ISSN-1089-5612
PUB DATE	1999-00-00
NOTE	110p.
AVAILABLE FROM	Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1342 ($25 plus $5.50 shipping and handling); Tel: 888-378-2537 Toll Free); Fax: 800-605-2665 (Toll Free); Web site: http://www.jossey.bass
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	New Directions for School Leadership; n1[illegible] Win 1998
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Decision Making; Educational Change; Elementary Secondary Education; Instructional Leadership; Interpersonal Communication; *Principals; *School Administration; *School Based Management; *Superintendents
IDENTIFIERS	*Principal Superintendent Relationship

ABSTRACT

This book examines how the shift toward school-based management affects the relationship between principals and superintendents. The 11 chapters were written by 5 pairs of superintendents and principals who were asked to reflect on these changes in education. The contributors were instructed not to focus on the particulars of an individual but to reflect on the relationship generically. The articles address a variety of issues: "Learning and Communication as the Linchpins for the Superintendent-Principal Relationship" (Sheryl Boris-Schacter); "Building Bedrock: The Superintendent and the Principal as Mutual Learners" (Meredith Howe Jones); "Superintendents: Principals' Teachers?" (Paul A. Naso); "Better Decisions Without the Surprises: Communication as the Key to the Principal-Superintendent Relationship" (Lonnie Yingst); "A Principal's Perspective on Administrative Relationships" (Mike Schwinden); "Seven Factors Affecting the Relationship Between Superintendents and Principals" (Joseph A. Shivers); "Friends and Colleagues: A Response to the Factors Suggested by Joseph A. Shivers Affecting the Relationship Between a Superintendent and a Principal" (Joe Rottenborn); "Crossing Boundaries: Principals and Superintendents Assume Multiple Roles and Collaborate in a Climate of Creative Tension" (Lynn F. Stuart); "Taking Turns at Teaching and Learning: The Superintendent-Principal Partnership" (Bobbie D'Alessandro); "The Superintendent and the Principal: Partners in the 'Greatest Show on Earth'" (Lisa Devlin Bjork); and "Button Down the Mainsail" (Greg Willis). Two dominant themes that emerged from the essays were the importance of mutual learning and the centrality of communication. (Contains an index.) (RJM)

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